

Vermont Standards Board for Professional Educators (VSBPE)

2008 - 2011 Action Plan

VISION:

*VSBPE: Ensuring a Caring, Competent, Highly
Effective~~Qualified~~ Educator in Every Vermont Classroom to
Improve Student Learning*

GOALS:

Goal 1: Ensure that all routes to initial licensure and additional endorsements prepare ~~competent~~ teachers and administrators who demonstrate effectiveness in improving student learning.

Goal 2: Develop a continuum of career-long educator development that is efficient, innovative, and responsive to the needs of Vermont's students and educators, and sustain, through high quality mentoring and induction, professional development, evaluation, and relicensure processes, a community of educators who are knowledgeable, reflective, life-long learners.

Goal 3: Ensure that every professional position in a Vermont public school is staffed by a properly credentialed educator who exemplifies behavior that maintains the dignity and integrity of the profession.

Goal 4: Provide leadership to improve education, increase professionalism, and raise the recognition of education as a profession.

Goal 1: Ensure that all routes to initial licensure and additional endorsements prepare ~~competent~~ teachers and administrators who demonstrate effectiveness in improving student learning.

Strategies	Action Steps	Timeline	Responsibility
Strategy 1.1: Implement and monitor the Results Oriented Program Approval (ROPA) process for reviewing and supporting Vermont's new and existing educator preparation programs, and ROPA's efficacy in improving educator preparation programs.	<p>1.1.1 Use revised ROPA process for the next full cycle of visits.</p> <p>1.1.2 Implement the new online evaluation process for full-visits.</p> <p>1.1.3 Implement two year-report template.</p> <p>1.1.4 Collect data on programs' growth.</p> <p>1.1.5 Develop evaluation process for new program reviews.</p> <p>1.1.6 Monitor and adjust as needed the implementation of the Level I Licensure Portfolio.</p> <p>1.1.7 Evaluate Level I Licensure Portfolio for areas such as counseling and special education.</p>	<p>Ongoing</p> <p>October 2008</p> <p>October 2008</p> <p>Ongoing</p> <p>January 2009</p> <p>Ongoing</p> <p>November 2008, ongoing</p>	HEC
Strategy 1.2: Implement and monitor the ROPA process for reviewing new and existing alternate routes to licensure, and ROPA's efficacy in improving alternate routes to licensure.	<p>1.2.1 Use revised ROPA process for the next full cycle of visits.</p> <p>1.2.2 Develop evaluation process for new program reviews.</p> <p>1.2.3 Implement two year-report template.</p> <p>1.2.4 Collect data on programs' growth.</p>	<p>October 2008-2012</p> <p>January 2009</p> <p>October 2008</p> <p>Ongoing</p>	HEC
Strategy 1.3: Ensure that all routes to licensure in states that are signatories of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement are in alignment with Vermont's licensure standards.	<p>1.3.1 Recognize additional states for routes to licensure for administrators as part of the NASDTEC agreement.</p> <p>1.3.2 Recognize additional states for routes to licensure for support areas as part of the NASDTEC agreement.</p> <p>1.3.3 Research and evaluate online out-of-state preparation degree programs.</p>	<p>Ongoing (New agreement 2010)</p>	DOE
Strategy 1.4: Provide technical assistance to support educator preparation program and alternate route improvements.	<p>1.4.1 Assist institutions and alternate routes which are preparing for reviews.</p> <p>1.4.2 Support institutions and alternate routes in responding to Review Team concerns.</p>	<p>Ongoing</p> <p>Ongoing</p>	DOE

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Strategy 1.5: Use data and research to make decisions regarding preparation of educators and administrators.	1.5.1 Review data annually to inform the annual report. 1.5.2 Evaluate progress on goals. 1.5.3 Publish data as appropriate. 1.5.4 Use data more consistently to inform decision making.	June and July Annually August Annually September and October Annually	HE & DOE
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Goal 2: Develop a continuum of career-long educator development that is efficient, innovative, and responsive to the needs of Vermont's students and educators, and sustain, through high quality mentoring and induction, professional development, evaluation, and relicensure processes, a community of educators who are knowledgeable, reflective, life-long learners.

Strategies	Action Steps	Timeline	Responsibility
Strategy 2.1: Ensure that every credentialed educator participates in high quality induction into the profession that supports effectiveness in helping all students achieve.	2.1.1 Research effective induction models.	November 2009	Full DOE
	2.1.2 Collaborate with SBE to support the School Quality Standards for a high quality mentor/induction program for Vermont.	Ongoing	VSBEPE
	2.1.3 Maintain a focus on continuous improvement for induction programs that include teacher and administrator mentoring.	Ongoing	T/ARC
Strategy 2.2: Ensure support is given to local and regional standards boards (L/RSBs) to facilitate greater effectiveness, improvement of operation, and integration with local, regional, and statewide professional development systems.	2.2.1 Review and revise the Relicensure Process.	June 2009	T/ARC & EQT
	2.2.2 Investigate and recommend the use of electronic submission for Relicensure.	June 2009	DOE
	2.2.3 Promote consistency in the renewal process through summer workshops and periodic visitation with Boards.	Ongoing	EQT
Strategy 2.3: Promote high quality professional development as part of a continuum of career long educator development.	2.3.1 Work with professional associations and organizations to research, recommend and encourage the use of effective practices for professional development and to ensure support for ongoing professional development.	Ongoing	T/ARC & DOE
	2.3.2 Explore connections between the Level I Licensure Portfolio and the Relicensure Process to promote a career continuum.	June 2009	HEC & T/ARC
	2.3.3 Participate in the Transformation initiative.	Ongoing	VSBEPE
Strategy 2.4: Develop and promote opportunities to strengthen school leadership.	2.4.1 Work with professional associations and organizations to develop a process to encourage educators to pursue opportunities for professional leadership (e.g., National Board for Professional Teaching Standards certification, Science Teacher of the Year award, etc.) and to promote schools' use of these educators in leadership roles.	Ongoing	T/ARC & EQT
	2.4.2 Review and revise administrator endorsements including an administrative internship requirement to build/expand leadership capacity.	June 2010	VSBEPE & EQT
	2.4.3 Participate in the Transformation initiative.	Ongoing	VSBEPE

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Strategy 2.5: Develop and implement cross cultural competency standards for educators in response to the changing nature of Vermont's student population.	2.5.1 Explore current standards for cross cultural competencies.	January 2009	HEC
	2.5.2 Develop cross cultural competency standards for pre-service and relicensure.	June 2011	T/ARC
	2.5.3 Implement cross cultural competency standards for pre-service and relicensure.	2012	VSBE
Strategy 2.6: Use data and research to make decisions regarding professional development and the career continuum.	2.6.1 Review data to inform the annual report.	June and July Annually	VSBE
	2.6.2 Evaluate progress on goals.	August Annually	
	2.6.3 Publish data as appropriate.	September and October Annually	
	2.6.4 Use data to inform decision making.		

Goal 3: Every professional position in a Vermont public school is staffed by a properly credentialed educator who exemplifies behavior that maintains the dignity and integrity of the profession.

Strategies	Action Steps	Timeline	Responsibility
Strategy 3.1: Monitor educator supply and demand in Vermont schools to identify patterns or causes of imbalances.	3.1.1 Evaluate the number of emergency and provisional certifications and make recommendations to address concerns.	February 2009, Annually	EQT
Strategy 3.2: Monitor the validity and reliability of new and existing teacher and administrator assessments.	3.2.1 Monitor existing assessments and licensure testing requirements specific to out-of-state educators seeking a Vermont license. 3.2.2 Research new tests for administrators and teachers as needed. 3.2.3 Create a summary report and make modifications to the testing requirements.	Ongoing November 2008, ongoing December 2010	VSBE
Strategy 3.3: Promote awareness of the VSBPE's Rules for Professional Conduct and Code of Ethics.	3.3.1 Begin regulatory process for the VSBPE's Rules for Professional Conduct and Code of Ethics. 3.3.2 Create a VSBPE informational pamphlet about and containing the Rules for Professional Conduct and Code of Ethics. 3.3.3 Review and revise ethics statements on Apple book. 3.3.4 Insert VSBPE ethics pamphlet in license packets. 3.3.5 Disseminate ethics pamphlet with cover letter to legislators and other stakeholders.	January 2009 September 2009 June 2010 October 2009 September 2009	VSBE DOE
Strategy 3.4: Use data and research to make decisions regarding appropriate educator licensure for staffing Vermont schools.	3.4.1 Review data to inform the annual report. 3.4.2 Evaluate progress on goals. 3.4.3 Publish data as appropriate. 3.4.4 Use data to inform decision making.	June and July Annually August Annually September and October Annually	EQT IT

Goal 4: Provide leadership to improve education, increase professionalism, and raise the recognition of education as a profession.

Strategies	Action Steps	Timeline	Responsibility
Strategy 4.1: Use all available means to publicize the role of the VSBPE in promoting educator quality and increase outreach to the education community.	4.1.1 Review and revise VSBPE informational pamphlet. 4.1.2 Insert VSBPE pamphlet in license packets. 4.1.3 Disseminate pamphlet with cover letter to legislators and other stakeholders. 4.1.4 Continue to send ROPA and L/RSB newsletters to field. 4.1.5 Disseminate annual report to appropriate stakeholders. 4.1.6 Develop an easily navigable VSBPE webpage as part of the DOE's webpage.	January 2009 Fall of 2009 February 2009 Annually, as needed Annually, as needed March 2009	VSBPE EQT
Strategy 4.2: Monitor federal requirements and work with the US Department of Education in the implementation of the federal guidelines to ensure that they support VSBPE vision and goals.	4.2.1 Respond to federal requirements by advocating for best practice and/or VT concerns to US DOE.		Full DOE VSBPE
Strategy 4.3: Promote educator quality and support the VSBPE's mission.	4.3.1 Develop policies that support educator quality and the VSBPE's mission. 4.3.2 Collaborate with and lobby stakeholders (legislature, professional organizations etc.) for policies and practices that promote the VSBPE's mission. 4.3.3 Take the lead on components of the Transformation that directly impact educator preparation and professional development.	Ongoing	VSBPE
Strategy 4.4: Promote efforts to ensure that every educator is provided a safe and supportive school environment that is conducive to effective teaching and increased student achievement.	4.4.1 Research what other states are doing to survey educators on school environments. 4.1.2 Work collaboratively with SBE and other stakeholders to promote positive school environments.	January 2009 Ongoing	VSBPE DOE
Strategy 4.5: Use data and research to inform decision making regarding VSBPE's role in promoting leadership to improve	4.5.1 Review data to inform the annual report. 4.5.2 Evaluate progress on goals.	June and July / Annually August Annually	VSBPE EQT

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education, increase professionalism, and raise the recognition of education as a profession.	4.5.3 Publish data as appropriate. 4.5.4 Use data to inform decision making.	September and October Annually	
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Vermont Standards Board for Professional Educators

The VSBPE is a thirteen member teacher majority board appointed by the Governor.

Member List for 2009 - 2010

Brian Howe, Chair; Teacher, Arlington Memorial High School

Russell Agne, Higher Education Representative, University of Vermont

Sheryl Aliquo, Teacher, St. Albans City Elementary School

Marilyn Corkins, Teacher, Newport Town Elementary School

Susan Jensen, Teacher,* Barnet Elementary School

Cassandra Major, Teacher,* Barre Town Middle & Elementary School

Heather McCollum, Higher Education Representative, Union Institute & University

Bruce Richardson, Public Member

Ronald Stahley, Administrator, Windham Southeast Supervisory Union

Janet Steward, Teacher,^ Morristown Elementary School

Stephanie Taylor, Administrator,** U-32 High School

2 Appointments to be made

^ Former Vermont Teacher of the Year

* National Board Certified Teacher

**Appointed to Board as a teacher, completing her term

Code of Professional Ethics for Vermont Educators

The essential qualities of the competent and caring educator include moral integrity, humane attitudes, reflective practice, and a sound understanding of academic content and pedagogy. The public vests educators with trust and responsibility for educating the children of Vermont. We believe that fulfilling this charge requires educators to demonstrate the highest standards of professional conduct. We, as professional educators, respect the dignity and individuality of every human being. We are committed to, and model for our students, the lifelong pursuit of learning and academic excellence. We are dedicated to effective scholarly practice, further enhanced by collaboration with colleagues and with those in the greater educational community. Furthermore, we are dedicated to compassionate service on behalf of our students and their families, and we advocate for them in the school and community settings. We recognize and accept both the public trust and the magnitude of responsibility inherent in our profession.

FOR FURTHER INFORMATION

For meeting dates, Board agendas, the Policy Manual, the Action Plan, please visit our website at:
http://education.vermont.gov/new/html/pgm_prostandards/vsbpe/vsbpe.html

You can find further information on educator preparation, initial licensure, relicensing, and regulations at:
<http://education.vermont.gov/new/html/maincert.html>

VERMONT STANDARDS BOARD FOR PROFESSIONAL EDUCATORS



*Student Success
through
Quality Educators*

A Message from the VSBPE Chair

On July 1, 2007, Act 214 of the Vermont Legislature created a new Vermont Standards Board for Professional Educators. We can be proud that we are now a self-regulating profession creating high standards for Vermont educators. The high standards we set for ourselves ensure the highest quality education for our students.

I encourage you to become involved with your Local and Regional Standards Board. The Professional Standards Board meetings are open to the public and the Board encourages and welcomes your participation in this vital process that impacts Vermont educators and ultimately Vermont students.

These are exciting times as Vermont moves forward to transform its educational system.



Brian Howe



To contact the VSBPE, send correspondence to:
Vermont Department of Education 120 State Street
Montpelier, Vermont 05620-2501 C/O: Rebecca Otis
Email: Rebecca.Otis@state.vt.us Tel: (802) 828-2444

Board Authority

The Board has been empowered by the Legislature of the State of Vermont to:

- ◆ Adopt regulations and policies
- ◆ Establish standards, to promote quality and effectiveness across the educator career continuum
- ◆ Approve educator preparation programs and alternate routes that meet the standards
- ◆ Oversee and monitor the application and licensing process
- ◆ Develop a code of professional ethics and act as advisors regarding its interpretation

In order to manage its major functions, the VSBPE has established two permanent standing committees: Teacher / Administrator Relicensing Committee and Higher Education Committee.

The work of the VSBPE is supported by the services of the Educator Quality Division of the State Department of Education.



VSBPE Vision

Ensuring a caring, competent, highly effective educator in every Vermont classroom to improve student learning.

GOALS:

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Goal 2: Develop a continuum of career-long educator development that is efficient, innovative, and responsive to the needs of Vermont's students and educators, and sustain, through high quality mentoring and induction, professional development, evaluation, and relicensure processes, a community of educators who are knowledgeable, reflective, life-long learners.

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